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ABSTRACT

The University Opinion Poll conducted a poll to obtain an estimate of student opinion on issues related to foreign students on campus. Four hundred eighty two, 79% of a random sample drawn from all students registered at the University of Minnesota, were contacted for their opinions. Most respondents favored keeping the number of foreign students on campus the same, and most favored continuation of the nonresident tuition policy. They also favored allowing foreign students to work without current restrictions. A majority felt that foreign students made a valuable contribution to the overall educational experience of United States students.
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UNIVERSITY OPINION POLL 8B, FALL 1973

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During the 1972-73 school year the International Student Adviser's Office asked the University Opinion Poll to conduct a survey of student opinion about the financial status of foreign students and contacts with foreign students. The University Opinion Poll included questions on these issues in a poll conducted from November 3 to November 7, 1973. The steps of the poll were:

1. Generation of Issues and Pre-test

During the first part of Fall quarter 1973, a pool of questions was generated by the International Student Adviser's Office. From this pool, the items judged to be most relevant and appropriate within the length limitations of a telephone interview were selected. The questions were pretested by Mrs. Leone Reed, a professional interviewer, on October 24, 1973.

2. Conducting the Poll

Koser Surveys, Inc. called all the students in the sample who had local telephone numbers during the period of November 3 through November 7, 1973. Each number was attempted several times (a minimum of four times) at different hours of the day. Ten percent of the respondents were contacted a second time as a validation check. The survey was mailed to all students who had local addresses but no listed phone number, to all students with non-local addresses and to all students with local phone numbers whom Koser Surveys, Inc. was unable to contact.

3. The Sample and Contact Rates

Admissions and Records generated a 3% random sample of students from their listing of all students with an active file in the University Day School (Extension students were excluded.) Since the sample was larger than needed, every seventh name was eliminated and in addition, all non-students as of the second week of Fall quarter were eliminated. The final sample included 930 student names which were randomly split into two sections (321 in one section and 609 in another) for two polls. The sample with 609 names was used for this poll. Of the 609 names in the sample, 482, or 79% were contacted or had responded by November 21, 1973. Of the 471 with local phone numbers, 402, or 85% were contacted by Koser Surveys. Of the 207 who were mailed the questionnaire (140 without a local phone number and

67 with phone numbers but not contacted by Koser Surveys) 80, or 57% responded. When interpreting the results of the questionnaire, only differences between groups which are equal to or greater than five percentage points should be considered significant.

4. Analysis of Results

The University Computer Center punched the questionnaire results on data cards and the results were analyzed on the University's 6600 computer.

Results

The percentages of respondents choosing each alternative for every question are presented. Percentages for some questions add to 99% or 101% due to rounding errors. The total number of respondents in the sample is 482. The results are presented in two sections. Section I gives the frequency distribution for each question and Section II reports statistical differences for each question (if there are any) by sex, class, and marital status.

Section I

1. About one-half of one percent of the undergraduate student body is foreign. Do you think that the number of undergraduate foreign students should be

	<u>% of sample</u>
A. Increased	44
B. Decreased	5
C. Remain about the same	51

2. About 15% of the graduate student body is foreign. Do you think that the number of graduate foreign students should be

	<u>% of sample</u>
A. Increased	23
B. Decreased	16
C. Remain the same	61

3. Non-resident tuition is in general about \$600 per quarter unless the person has a Teaching Assistantship. Foreign students are included in this non-resident group. If all students paid the same tuition, it would cost the residents of Minnesota about \$50 more per quarter. Considering this, would you favor

	<u>% of sample</u>
A. Abolishing non-resident tuition	13
B. Granting resident tuition rates to all financially needy students	34
C. Continuing present non-resident tuition policies	53

4. The Government presently restricts foreign students from working outside the University. Would you favor
- | | <u>% of sample</u> |
|---|--------------------|
| A. No special restrictions on foreign students working as long as they continue their studies full time | 65 |
| B. Allowing needy foreign students to work to pay <u>all</u> their educational expenses | 20 |
| C. Allowing needy foreign students to work to pay their <u>tuition</u> | 10 |
| D. Continued restrictions on the employment of foreign students | 6 |
5. There are about one million dollars in scholarship aid available for all students at the University. Considering this, would you favor giving priority to
- | | <u>% of sample</u> |
|--|--------------------|
| A. Foreign students | 1 |
| B. Minority students who are U.S. citizens | 16 |
| C. Equal treatment for all | 77 |
| D. Other (Specify) | 6 |
6. How often do you have contact with foreign students?
- | | <u>% of sample</u> |
|-----------------|--------------------|
| A. Very often | 25 |
| B. Occasionally | 34 |
| C. Seldom | 31 |
| D. Never | 9 |
7. How easy to initiate are your contacts with foreign students?
- | | <u>% of sample</u> |
|-------------------------------|--------------------|
| A. Very easy | 14 |
| B. Easy | 31 |
| C. Neither easy nor difficult | 36 |
| D. Difficult | 14 |
| E. Very difficult | 4 |
8. Would you like to
- | | <u>% of sample</u> |
|---|--------------------|
| A. Increase your number of contacts with foreign students | 46 |
| B. Decrease your number of contacts | 2 |
| C. Keep your number of contacts about the same | 52 |
9. How valuable do you feel the contribution of foreign students is to the overall educational experiences a person has at the University of Minnesota?
- | | <u>% of sample</u> |
|--------------------|--------------------|
| A. Very valuable | 19 |
| B. Valuable | 47 |
| C. Undecided | 18 |
| D. Of little value | 12 |
| E. No value | 3 |
10. What is your status?
- | | <u>% of sample</u> |
|--|--------------------|
| A. Non-minority U.S. citizen | 92 |
| B. Minority U.S. citizen | 5 |
| C. Foreign student (J-1, F-1 or other type visa) | 3 |

11. Are you

	<u>% of sample</u>
A. Married	26
B. Single	72
C. Widowed	0.2
D. Divorced	1.9
E. Separated	0

Section II

1. About $\frac{1}{2}$ of 1% of the undergraduate student body is foreign. Do you think that the number of undergraduate foreign students should be increased, decreased, or remain about the same?

Sex differences were significant ($p < .05$). More women than men (53% to 38%) were in favor of increasing the number of undergraduate foreign students.

2. About 15% of the graduate student body is foreign. Do you think that the number of graduate foreign students should be increased, decreased, or remain about the same?

Sex and college class differences were significant ($p < .05$). More women than men (35% to 13%) favored increasing the number of graduate foreign students. More lower classmen than upper classmen favored this increase (41% for freshman, 28% for sophomores, 14% for juniors, and 11% for seniors).

3. Non-resident tuition is in general about \$600 per quarter unless the person has a Teaching Assistantship. Foreign students are included in this non-resident group. If all students paid the same tuition, it would cost the residents of Minnesota about \$50 more per quarter. Considering this, would you favor abolishing non-resident tuition, granting resident tuition rates to all financially needy students, or continuing present non-resident tuition policies?

No statistically significant differences.

4. The Government presently restricts foreign students from working outside the University. Would you favor no special restrictions on foreign students working as long as they continue their studies full time, allowing needy foreign students to work to pay all their educational expenses, allowing needy foreign students to work to pay their tuition, or continued restrictions on the employment of foreign students?

No statistically significant differences.

5. There are about one million dollars in scholarship aid available for all students at the University. Considering this, would you favor giving priority to foreign students, minority students who are U.S. citizens, equal treatment for all, or other?

Differences attributable to marital status were significant ($p < .05$). More single students than married students (22% to 14%) favored giving priority to minority students.

6. How often do you have contact with foreign students: Very often, occasionally, seldom or never?

College differences were significant ($p < .05$). Upper classmen reported more contacts with foreign students.

7. How easy to initiate are your contacts with foreign students: Very easy, easy, neither easy nor difficult, difficult or very difficult?

No statistically significant differences.

8. Would you like to increase your number of contacts with foreign students, decrease your number of contacts, or keep your number of contacts about the same?

Statistical differences ($p < .05$) existed for sex and class. More freshmen than members of other classes wanted to increase their contacts (as opposed to remaining the same - few students wanted less contact.) More females than males (54% to 40%) wanted to increase their contacts.

9. How valuable do you feel the contribution of foreign students is to the overall educational experiences a person has at the University of Minnesota: Very valuable, valuable, undecided, of little value, or no value?

Sex differences ($p < .05$) were significant in that more females than males (75% to 61%) described the contribution as very valuable or valuable.